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ABSTRACT

In response to a request from the 1992 Florida State Legislature, Miami-Dade Community College (M-DCC) participated in a longitudinal study of college preparatory instruction. M-DCC student testing and outcomes data were collected for four cohorts of first-time-in-college students enrolling in fall terms 1986 through 1989. Highlighted findings included the following: (1) over the 4 years studied, a constant two-thirds of entering M-DCC students needed college preparatory work (CPW) in one area or more; (2) 80% of Black non-Hispanics, 64% of Hispanics, and 60% of White non-Hispanics required CPW; (3) although most students requiring remediation began CPW (between 73% and 84% depending on the year and subject area), less than two-thirds completed their CPW; (4) 81% of the students who completed CPW in reading and writing had grades of C or better in later English courses, compared to 86% of the students who did not require CPW; but in mathematics courses, college preparatory completers continued to lag behind (59% vs. 72% with a C grade or better); (5) after 5 years, 64% of the students who completed CPW in reading and writing had either graduated, were still enrolled, or had left with a satisfactory grade point average; (6) the graduation rate was nearly twice as high for those never needing CPW; and (7) over 40% of M-DCC graduates over the past 3 years had entered the college needing college preparatory instruction. A discussion of the implications of study findings, 25 data tables and figures, and the data collection form are included. (Author/MPH)

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Miami-Dade Community College

OFFICE OF INSTITUTIONAL RESEARCH

John Losak, Dean

COLLEGE PREPARATORY INSTRUCTION: STUDY RESULTS FROM A LEGISLATIVE REQUEST

Research Report No. 92-04R

March 1992

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JC 920 410

Miami-Dade Community College

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Table of Contents

Page

List of Tables ..... ii-iii

List of Figures iv

Abstract ..... v-vi

Introduction 1

Methodology 2

Results 3

- Testing as Academically Underprepared 3
- Completing College Preparatory Instruction 4
- Performance in College-Level English and Mathematics Courses 6
- Cumulative Grade Point Average (GPA) 6
- CLAST Performance 7
- Success in Meeting Higher Education Goals 10
- Graduates and College Preparatory Work: A Look Back 14

Discussion and Conclusions 14

Reference 38

Appendix 39-42

List of Tables

Table		Page
1.a	Enrollment in and Completion of College Preparatory Work Fall 1986 Cohort	16
1.b	Enrollment in and Completion of College Preparatory Work Fall 1987 Cohort	17
1.c	Enrollment in and Completion of College Preparatory Work Fall 1988 Cohort	18
1.d	Enrollment in and Completion of College Preparatory Work Fall 1989 Cohort	19
2	Grades in College Level English Courses Based on College Preparatory Status by Cohort Year and Ethnicity	20
3	Grades in College Level Mathematics Courses Based on College Preparatory Status by Cohort Year and Ethnicity	21
4.a	Cumulative Grade Point Average Based on College Preparatory Status by Cohort Year and Ethnicity - Combined Cohort Years Fall 1986-89	22
4.b	Cumulative Grade Point Average Based on College Preparatory Status by Cohort Year and Ethnicity - Cohort Year Fall 1986	23
4.c	Cumulative Grade Point Average Based on College Preparatory Status by Cohort Year and Ethnicity - Cohort Year Fall 1987	24
4.d	Cumulative Grade Point Average Based on College Preparatory Status by Cohort Year and Ethnicity - Cohort Year Fall 1988	25
4.e	Cumulative Grade Point Average Based on College Preparatory Status by Cohort Year and Ethnicity - Cohort Year Fall 1989	26

List of Tables
(continued)

Table		Page
5.a	Relationship Between College Preparatory Status and CLAST Performance by Cohort Year and Ethnicity - Cohort Year Fall 1986	27
5.b	Relationship Between College Preparatory Status and CLAST Performance by Cohort Year and Ethnicity - Cohort Year Fall 1987	28
5.c	Relationship Between College Preparatory Status and CLAST Performance by Cohort Year and Ethnicity - Cohort Year Fall 1988	29
5.d	Relationship Between College Preparatory Status and CLAST Performance by Cohort Year and Ethnicity - Cohort Year Fall 1989	30
6.a	Success of College Preparatory Completers and Adequately Prepared Students by Cohort Year and Ethnicity - Status After 5 Years	31
6.b	Success of College Preparatory Completers and Adequately Prepared Students by Cohort Year and Ethnicity - Status After 4 Years	32
6.c	Success of College Preparatory Completers and Adequately Prepared Students by Cohort Year and Ethnicity - Status After 3 Years	33
6.d	Success of College Preparatory Completers and Adequately Prepared Students by Cohort Year and Ethnicity - Status After 2 Years	34
7	Number and Percent of Graduates Who Began At Miami-Dade Community College as Academically Underprepared Students	35

List of Figures

Figure		Page
1	Enrollment and Completion of College Preparatory Work	5
2	Percentage with GPA's Below 2.0 by Subject Area and Ethnicity	8
3	Percentage with GPA's Above 3.0 by Subject Area and Ethnicity	9
4	CLAST Pass Rates for the Fall 1986 Cohort	11
5	Status Over Time for Four Cohort Groups Based on Completion of College Preparatory Work	12

Abstract

Florida's annual legislative sessions always seem to include the topic of college preparedness and college preparatory instruction. This year, the Education Committee requested data prior to the session to answer a series of questions. Miami-Dade was one of four institutions that agreed to provide information to respond to the legislative request. The purpose of this report is to summarize the data provided.

Miami-Dade provided testing and outcomes information on four first-time-in-college cohorts of students enrolling during Fall Terms of 1986, 1987, 1988, or 1989. The data were summarized for four ethnic groups: Black non-Hispanic, White non-Hispanic, Hispanic, and Other (or unknown). Because these were data provided to the state, no information by campus was included. The questions to be answered by the data included:

1. What proportion of students required college preparatory instruction in reading, writing, and mathematics?

2. Of those students who required college preparatory instruction, how many completed their college preparatory work?

3. How well did successful completers of college preparatory instruction perform in college-level English and mathematics courses? How did their performance compare to students who tested above in all areas of basic skills?

4. What were the cumulative grade point averages (GPA) of successful completers of college preparatory work? How did these GPAs compare to those of students who tested above in all areas of basic skills?

5. What percentage of successful completers of college preparatory work passed the College Level Academic Skills Test (CLAST)? How did their performance compare to that of students who tested above in all areas of basic skills?

6. How "successful" were college preparatory completers compared to those who entered college adequately prepared in all basic skills areas? What percentage of each group have graduated, remain enrolled with a satisfactory GPA, or left with a satisfactory GPA?

In addition, information was provided on the percentage of A.A. and A.S. degree recipients over the last three years who began college academically underprepared.

Results showed that about two-thirds of entering M-DCC students needed college preparatory work in one or more areas--a constant figure over the four years studied. About 80% of Black non-Hispanics required college preparatory work compared to 60% of White

non-Hispanics and 64% of Hispanics. Students were most likely to need college preparatory mathematics instruction (45-49% depending on year).

Most students who needed college preparatory work began it (73%-84% depending on year and subject area). Fewer, however, successfully completed college preparatory instruction. Of those who enrolled, less than two-thirds completed. Taking into account those who never even enrolled, less than half of those who required college preparatory instruction satisfactorily completed it. These rates were fairly constant across the four years, even for later cohorts who had less time to complete. This is an indicator that students who are going to complete their work will do so quickly.

One question of the study was whether students who successfully completed college preparatory instruction performed similarly to those who never needed it. Results showed that college preparatory completers in reading and writing had grades in later English courses that were similar to those who tested out of college preparatory instruction (81% vs. 86% A, B, or C grades). In mathematics, however, college preparatory completers continued to lag behind (59% vs. 72% A, B, or C grades).

On the CLAST, results were less clearcut. Those who tested above the cut on all areas of entering basic skills had much higher pass rates than those who needed college preparatory work in any area. For those who needed college preparatory instruction in one area compared to another, however, no particular pattern could be found. Students who needed college preparatory work in mathematics, for example, did not necessarily score lower on the CLAST mathematics subtest than those who needed work in reading or writing.

Students who completed college preparatory instruction continued to be academically successful (when success was defined as graduated, still enrolled with a satisfactory GPA, or left with a satisfactory GPA). After five years, for example, 64% of completers of reading and writing met this definition. For mathematics completers, the success rate was very similar to that of students who needed no college preparatory instruction: 76% vs. 77%. The components comprising this success rate varied, however, with a graduation rate that was about twice as high for those never needing college preparatory work as for the college preparatory group.

As another way of focusing on the same issue of success, it also was found that over 40% of M-DCC graduates over the past three years had entered M-DCC needing college preparatory instruction. A.S. graduates were more likely than A.A. graduates to have low basic skills test scores: 61% vs. 37% for the past year.

Taken as a whole, the data show a picture of a program that is needed and effective. A wealth of information is included in the report, and readers are urged to study the full document.

College Preparatory Instruction:
Study Results from a Legislative Request

Educators, political scientists, and historians agree that the current strength of American society is largely attributable to the expanded access to higher education that has taken place during the last 130 years. No other nation in history has ever attempted to offer higher education on such a broad scale. One consequence of such a goal, however, has been the persistent presence in higher education of significant numbers of entering freshmen who lack the skills required to compete effectively in college-level courses. (Losak & Miles, 1991, p. 1)

In many democracies--Germany, France, Great Britain--access to higher education is quite limited. In the United States, however, we are committed to providing further education to all who might benefit. Such a commitment, however, comes with costs. The most visible cost is assisting students who enter higher education without the level of basic skills required for college-level work. As part of the on-going dialog of costs versus benefits, each year legislators question the appropriateness of allowing these students into college and seek ways to reduce the costs attributed to preparing these students.

This year, Florida legislators outlined a series of questions they wanted answered about college preparatory students and instruction. Miami-Dade was one of four institutions that agreed to provide longitudinal data on a variety of outcomes. When combined with a survey of all public institutions of higher education, the result was a study entitled "A Report on the Interim Project on the College Preparatory Instruction and the College Level Academic Skills Programs".

The purpose of this study was to present the information that M-DCC provided for the longitudinal portion of the legislative study. The questions addressed were:

1. What proportion of students required college preparatory instruction in reading, writing, and mathematics?

2. Of those students who required college preparatory instruction, how many completed their college preparatory work?

3. How well did successful completers of college preparatory instruction perform in college-level English and mathematics courses? How did their performance compare to students' who tested above in all areas of basic skills?

4. What were the cumulative grade point averages (GPA) of successful completers of college preparatory work? How did these GPAs compare to those of students who tested above in all areas of basic skills?

5. What percentage of successful completers of college preparatory work passed the College Level Academic Skills Test (CLAST)? How did their performance compare to that of students who tested above in all areas of basic skills?

6. How "successful" were college preparatory completers compared to those who entered college adequately prepared in all basic skills areas? What percentage of each group have graduated, remain enrolled with a satisfactory GPA, or left with a satisfactory GPA?

7. What percentage of A.A. and A.S. degree recipients over the last three years began college academically underprepared?

Methodology

After a series of phone conferences with two legislative analysts from the Senate and House of Representatives, four community colleges (Miami-Dade, Broward, Valencia, and Santa Fe) agreed to participate in the longitudinal study. We agreed to provide information on four cohorts of first-time-in-college students who enrolled for the first time for the Fall terms of 1986, 1987, 1988, and 1989. In addition, information would be provided for four ethnic groups: White non-Hispanic, Black non-Hispanic, Hispanic, and other (which included Native Americans, Asians, and those of unknown ethnic background). A copy of the form used for data collection is included in Appendix A.

At Miami-Dade, the cohorts were limited to students who were tested on the FL-MAPS. Thus, anyone who presented scores on the ACT or SAT (tests used for college admissions decisions) or the EPT (English Placement Test used for ESL placement decisions) was excluded. Students who received reading scores of less then 12 were counted as needing college preparatory reading instruction. Students receiving writing scores of less than 30 were counted as needing college preparatory writing instruction. Students receiving

scores of less than 210 were counted as needing college preparatory instruction in algebra. Note that since information on college preparatory status was requested by subject area, students could be counted in more than one subject area.

Students were counted as enrolling in college preparatory courses if they received any grade (including "W") for either level of college preparatory course for the subject area they tested below in. They were counted as "completing" college preparatory work only if they received an "S" grade in the more advanced level college preparatory course.

Information on enrollment, graduation, cumulative GPAs, course grades, and CLAST performance was based on data available through the end of the 1990-91 academic year. Students were counted as having graduated only if they received either an A.A. or A.S. degree. They were counted as still enrolled if they had enrolled anytime during the past year but had not graduated. CLAST pass rates were based on the highest scores obtained rather than those obtained the first time students took the test.

Most of the analyses were conducted using the IRS79 datafile. Late in the study, some problems were found with this file which had a slight effect on results. In particular, a small but unknown number of enrollments in ENC 0020 were missing, beginning with January of 1989. Therefore, completion of college preparatory work in writing was slightly underestimated, especially for later cohort years. In addition, grades from students who took MAT 1033 prior to January, 1989, were not included in the grade count.

Results

Testing as Academically Underprepared

About two-thirds of students tested on the FL-MAPS or CPT required college preparatory instruction in one or more areas. This was a constant figure across the four years (see Table 1.a-1.d). About 80% of Black non-Hispanics required instruction compared to 60% of White non-Hispanics and 64% of Hispanics.

By subject area, students were most likely to require college preparatory instruction in mathematics. Between 45% and 49% failed this subtest, depending on cohort year. They were least likely to require college preparatory instruction in writing; between 33% and 39% failed this subtest depending on year. This picture changed somewhat, however, when viewed within each ethnic group. Black non-Hispanic students were most likely to fail the reading test, while White non-Hispanic and Hispanic students had the greatest difficulty with Mathematics.

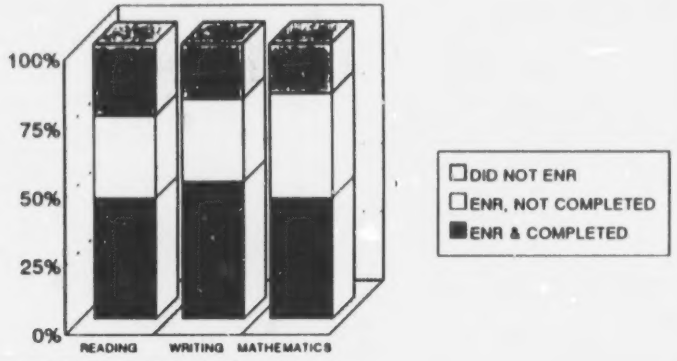
Completing College Preparatory Instruction

Most students enrolled in their required college preparatory courses. As shown by Table 1, 73%-84% of students who were required to, did enroll in college preparatory work. Figures varied slightly depending on the subject area and year. By ethnic group, White non-Hispanics generally were least likely to enroll in their required college preparatory courses. For the earliest two cohort years (1986 and 1987), students were most likely to enroll in mathematics or writing and least likely to enroll in reading. These differences disappeared, however, for the later two cohort years.

Though most enrolled, fewer finished their required college preparatory work. Less than two-thirds of the students that began their college preparatory coursework finished it (see Table 1). Students were least likely to complete their Mathematics work (where 53-59% of enrollees received an "S" in the higher level college-preparatory course depending on cohort year). By ethnic group, Black non-Hispanics had more difficulty completing their college preparatory work in general, and their mathematics courses in particular.

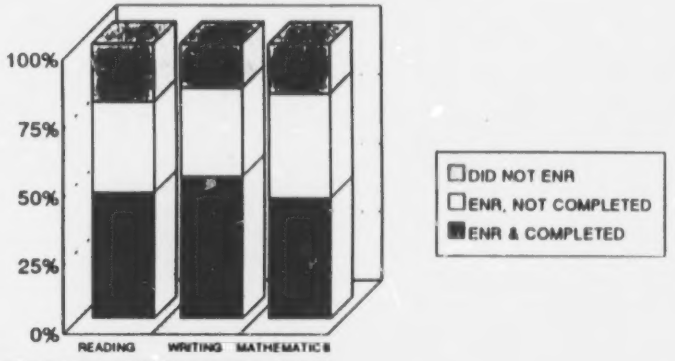
Viewed in another way (see Figure 1), less than half of those who required college preparatory instruction satisfactorily completed it. The data seemed to indicate that those who were going to complete their college preparatory work did so fairly quickly since the more recent cohort years had completion rates that were similar to or greater than earlier cohort years. (Recall in interpreting the data that Writing results from 1989 are probably an underestimation because of problems with the computer file.)

1986 COHORT
PERCENT WHO ENROLLED IN AND COMPLETED COLLEGE PREPARATORY BY SUBJECT



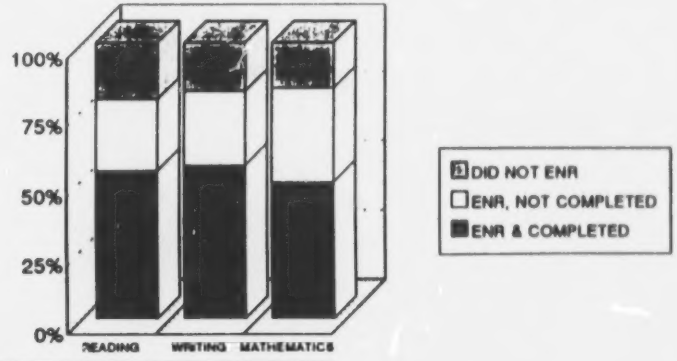
	READING	WRITING	MATHEMATICS
DID NOT ENR	26	20	18
ENR, NOT COMPLETED	30	30	38
ENR & COMPLETED	44	50	44

1987 COHORT
PERCENT WHO ENROLLED IN AND COMPLETED COLLEGE PREPARATORY BY SUBJECT



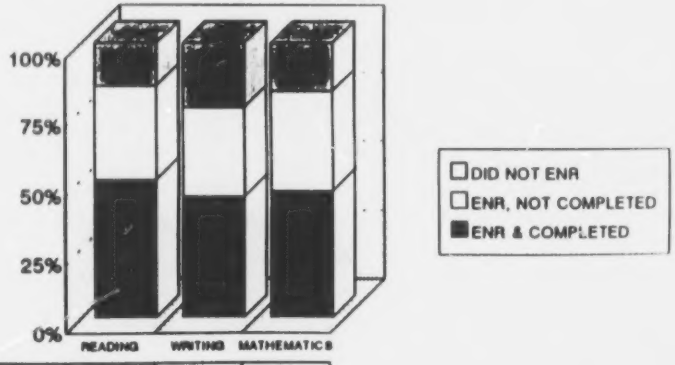
	READING	WRITING	MATHEMATICS
DID NOT ENR	21	16	18
ENR, NOT COMPLETED	33	32	38
ENR & COMPLETED	46	52	44

1988 COHORT
PERCENT WHO ENROLLED IN AND COMPLETED COLLEGE PREPARATORY BY SUBJECT



	READING	WRITING	MATHEMATICS
DID NOT ENR	21	18	17
ENR, NOT COMPLETED	26	27	34
ENR & COMPLETED	53	55	48

1989 COHORT
PERCENT WHO ENROLLED IN AND COMPLETED COLLEGE PREPARATORY BY SUBJECT



	READING	WRITING	MATHEMATICS
DID NOT ENR	16	24	18
ENR, NOT COMPLETED	34	32	36
ENR & COMPLETED	50	44	46

Figure 1. Enrollment and Completion of College Preparatory Work.

Performance in College-level English and Mathematics Courses

Once students completed their college preparatory work, how well did they perform in college-level English and Mathematics courses? Did they perform as well as students who never needed college preparatory work? To answer these questions, grades were counted for all students who enrolled in any of a series of typical courses. In English, the courses included ENC 1100, 1101, 1102, and 2301. In Mathematics, the courses included MAT 1033, MGF 1113, and MAC 1102. This approach provided a general overview of course grades but clouded any differences in course-taking patterns between college-preparatory completers and those not requiring it. For example, probably more college preparatory completers enrolled in ENC 1100 and MAT 1033 and fewer had reached the higher level courses in these areas.

In English, 81% of the grades college preparatory completers received were between "A" and "C" and 86% were between "A" and "D" (see Table 2). About 10% were course withdrawals. The results were similar for those not requiring college preparatory work.

In Mathematics, however, college preparatory completers had a decided disadvantage (see Table 3). Overall, 59% of the grades earned by college preparatory completers were between "A" and "C" and 24% were withdrawals. In comparison, 72% of the grades earned were between "A" and "C" for those not requiring college preparatory work, and 16% were withdrawals. These results indicate that mathematics courses were generally harder for students, but they were especially hard for college preparatory students.

Cumulative Grade Point Average (GPA)

Were students who completed college preparatory work able to maintain a satisfactory GPA? How did their performance compare to students who never needed to enroll in college preparatory courses? Table 4 provides some data to answer these questions.

Most students (62-78% of the total group) were able to maintain a GPA of 2.0 or better whatever their college preparatory status. Students who tested above in all areas of basic skills had the fewest with GPAs below 2.0 (23% of the total), though students who

completed college preparatory work in mathematics performed about as well (25% with GPAs below 2.0). A higher percentage of students who completed college preparatory work in the language area were unable to maintain 2.0 GPAs (36% for reading and 38% for writing).

By ethnic group, Black non-Hispanics had the most difficulty maintaining a 2.0 GPA (see Figure 2). Almost 30% of Black students who tested above in all areas of basic skills had GPAs below 2.0. The figure was similar for completers of college preparatory mathematics but jumped to over 40% for Black non-Hispanics who completed college preparatory instruction in reading and writing.

Hispanic students, on the other hand, were the least likely to have GPAs below 2.0. Only 20%, for example, had GPAs below 2.0 if they tested above in all areas. The one place where this relationship did not hold was mathematics--25% of Hispanics had GPAs below 2.0 compared to 21% of White non-Hispanics.

In general, the place where entering level of basic skills seemed to make the most difference was in obtaining high cumulative GPAs, e.g., GPAs of 3.0 and above. As shown by Table 4, 25% of those who tested above in all areas had GPAs this high compared to between 9% and 15% of those who completed college preparatory instruction. Figure 3 displays the relationships graphically.

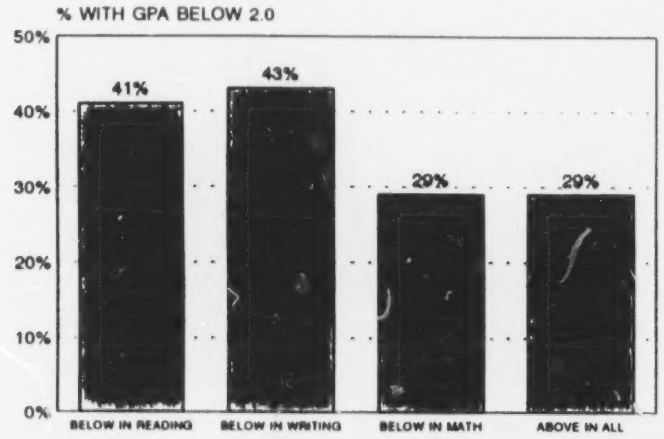
CLAST Performance

Did students who completed college preparatory work pass the CLAST? Was their passing rate below that for non-college preparatory students? Did college preparatory completers remain particularly weak in the subject area they initially tested low in? Table 5 presents results of CLAST performance for each cohort year and each ethnic group.

Note that earlier cohorts had higher passing rates than more recent cohorts. The reasons for this finding are two-fold. One is that earlier cohorts have had more

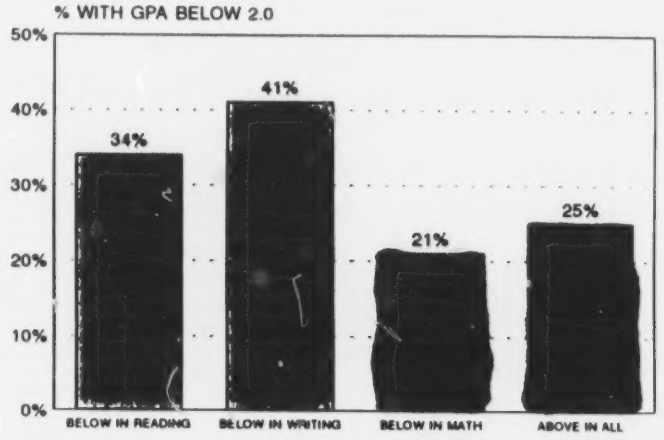
BLACK

PERCENTAGE WITH CUMULATIVE GPA BELOW 2.0 BASED ON COLLEGE PREPARATORY STATUS, 1986-90



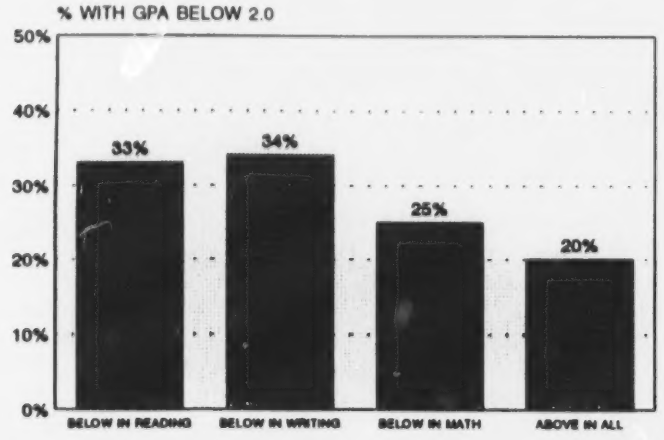
WHITE

PERCENTAGE WITH CUMULATIVE GPA BELOW 2.0 BASED ON COLLEGE PREPARATORY STATUS, 1986-90



HISPANIC

PERCENTAGE WITH CUMULATIVE GPA BELOW 2.0 BASED ON COLLEGE PREPARATORY STATUS, 1986-90



TOTAL GROUP

PERCENTAGE WITH CUMULATIVE GPA BELOW 2.0 BASED ON COLLEGE PREPARATORY STATUS, 1986-90

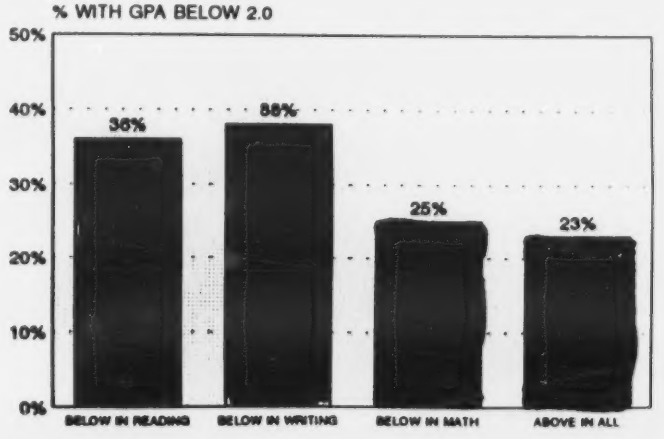
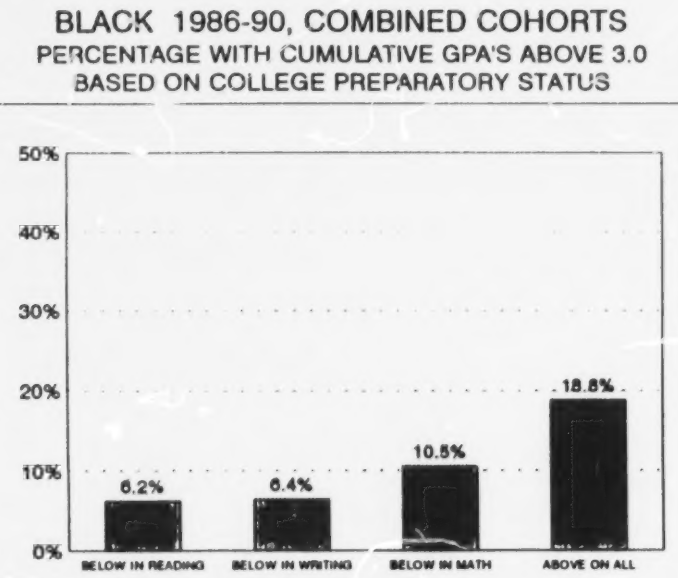
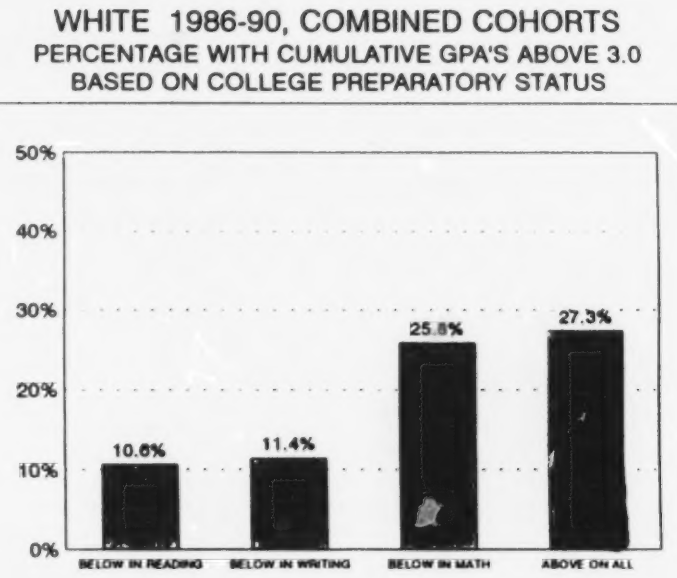
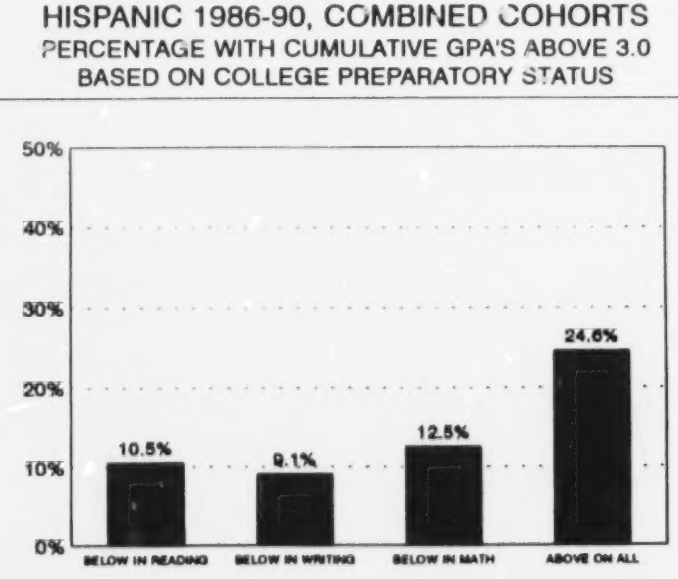


Figure 2. Percentage With GPA's Below 2.0 by Subject Area and Ethnicity.







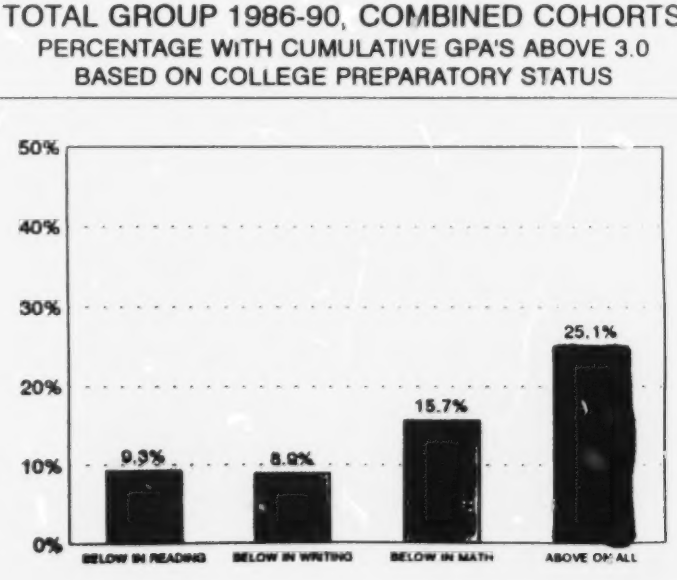


Figure 3. Percentage With GPA's Above 3.0 by Subject Area and Ethnicity.

opportunities to retake the CLAST and to eventually pass it. The second reason is that earlier cohorts were more likely to be held to lower cutscores than more recent cohorts.

Figure 4 presents information on the Fall 1986 cohort, the group that has had the most opportunity to take and pass the CLAST. Though minority students as a group have traditionally scored lower on the CLAST than White students, such was not the case when these students entered testing above on all areas of basic skills. When students required remediation, however, the traditional pattern of lowest passing rates for Blacks and highest passing rates for Whites was found.

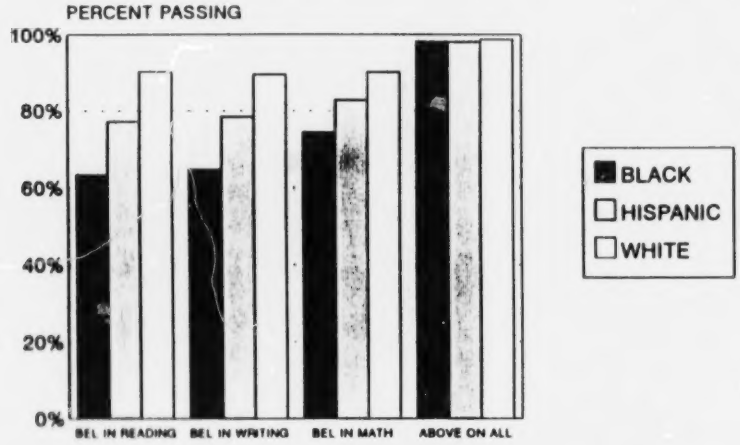
If students completed college preparatory work but remained "academically underprepared", one would expect to see a pattern where the lowest pass rates corresponded to the area of remediation, e.g., those who needed college preparatory work in mathematics would have the lowest passing rates on the computation subtest. This pattern was not consistently found, indicating the relationship between entering level of basic skills, completion of college preparatory work, and CLAST performance is not a simple one.

Success in Meeting Higher Education Goals

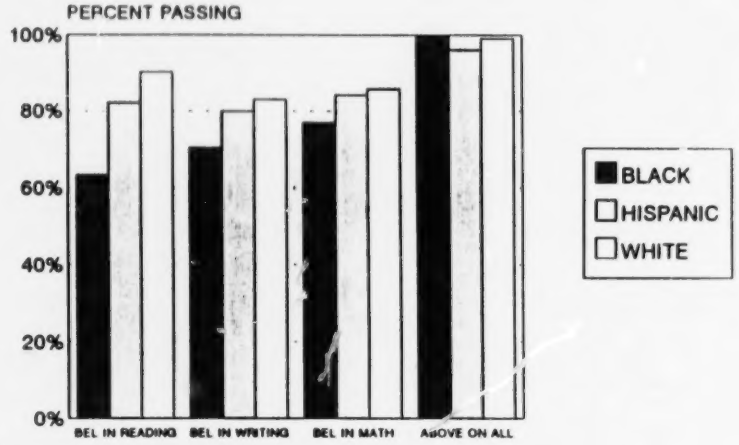
"Success" in college has been a very elusive and idiosyncratic thing to define. Past research reports (e.g., R.R. 86-22, R.R. 86-25, R.R. 88-09) have included discussions of how success might be defined without asking each student if his or her individual college goals had been reached. The minimal definition of "success" included either graduation or continued enrollment with a satisfactory grade point average (GPA >=2.0). A broader definition also included leaving the institution with a satisfactory GPA, since that was an indicator that students had either met their educational goals without graduating or at least they could easily return.

Table 6 provides information on success (or lack of it) for each of the four cohort years. Note that the first cohort, Fall 1986, has had five years of follow-up. The most recent cohort, Fall 1989, has had only two years. Figure 5 provides a visual view of how the percentage graduating and remaining enrolled shifts across the cohort years.

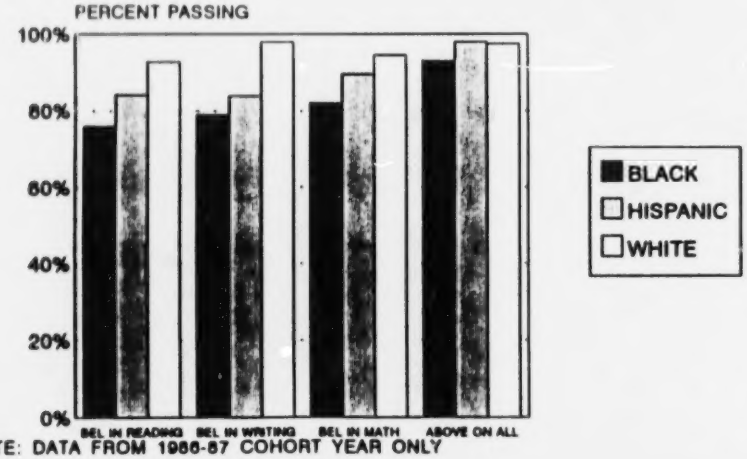
RELATIONSHIP BETWEEN COLLEGE PREPARATORY STATUS AND CLAST READING PERFORMANCE



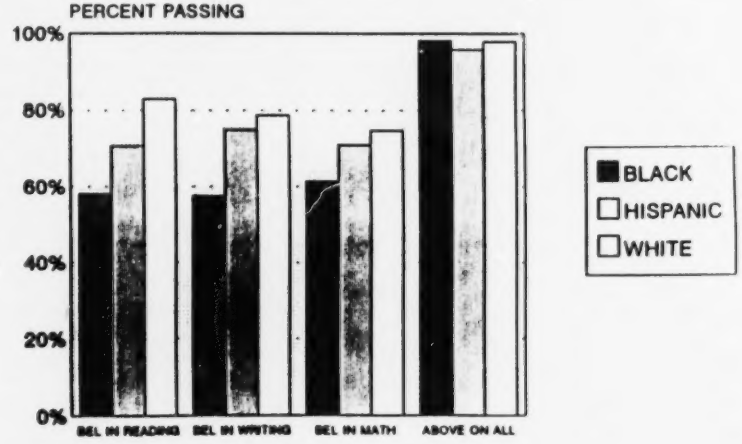
RELATIONSHIP BETWEEN COLLEGE PREPARATORY STATUS AND CLAST WRITING PERFORMANCE



RELATIONSHIP BETWEEN COLLEGE PREPARATORY STATUS AND CLAST ESSAY PERFORMANCE



RELATIONSHIP BETWEEN COLLEGE PREPARATORY STATUS AND CLAST MATHEMATICS PERFORMANCE



NOTE: DATA FROM 1986-87 COHORT YEAR ONLY

Figure 4. CLAST Pass Rates for The Fall 1986 Cohort.

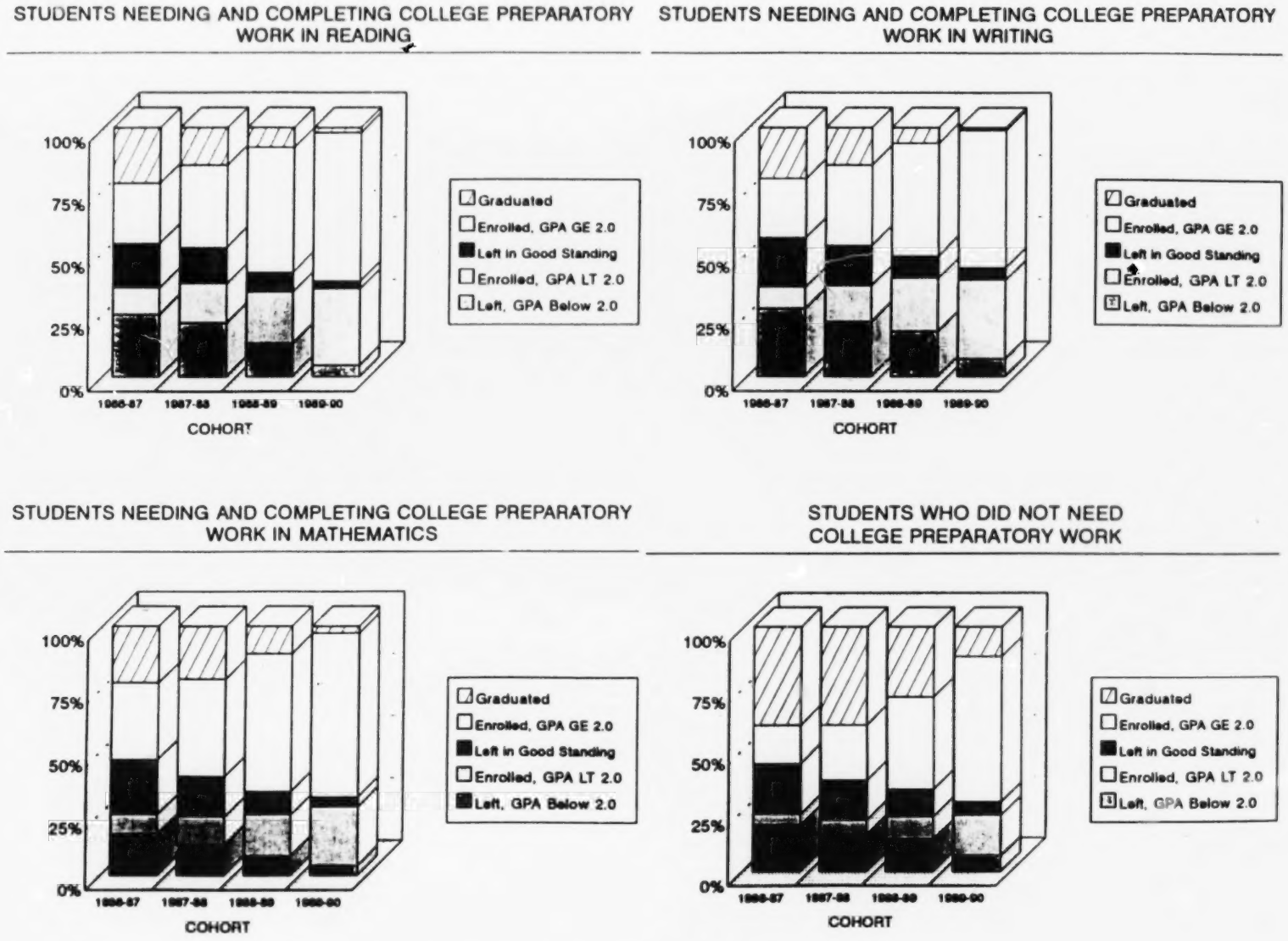


Figure 5. Status Over Time for Four Cohort Groups Based on Completion of College Preparatory Work.

Using the broad definition of success (graduated, still enrolled with satisfactory GPA, or left with satisfactory GPA), 60-65% of all students who completed college preparatory work in reading and writing were successful. This figure rose to 72%-76% for those who completed college preparatory mathematics and to 77%-79% for those who required no remediation.

The components making up this "success rate", however, vary depending on the cohort year and the college preparatory group. These differences can be most readily seen by studying Figure 5. As more time passed since initial enrollment, more students left. Many left because they graduated. Others left in good standing, perhaps to enroll in another institution. A sizeable proportion, however, left with low grade point averages (GPAs), especially the group that completed college preparatory work in reading and writing.

As the tables and figures show, students are most likely to have graduated after five years if they did not need to slow down to correct basic skills deficiencies. Over 40% of those who tested above in all areas had graduated compared to 21-23% of those taking college preparatory work.

For those above in all basic skills areas upon entry, Hispanic students had a "success" rate after five years (80%) that exceeded that for White non-hispanics (72%) or Black non-hispanics (73%). In addition, the graduation component for Hispanics was higher--44% compared to 35% for White non-Hispanics and 33% for Black non-Hispanics.

Black non-Hispanic students consistently had a lower success rate than the other two major ethnic groups if college preparatory work was needed. The gap was most evident in reading and least evident in mathematics. After five years, Black students who completed college preparatory work in reading had a success rate of about 56%; other major ethnic groups completing reading had success rates of 67-68%. Black students completing college preparatory work in mathematics had success rates of 73% after five years compared to 75% for Hispanics and 78% for White non-Hispanics.

Graduates and College Preparatory Work: A Look Back

All questions so far have been answered by taking entering cohorts of students and following them forward in time. An opposite approach was used in this section. Graduates for the past three years were selected and their test scores were gathered to see how many graduates entered M-DCC needing college preparatory work.

As shown by Table 7, about 40% of the combined group of A.A. and A.S. graduates needed college preparatory work. A.S. graduates were more likely than A.A. graduates to enter with low basic skills scores--61% vs. 36% for the most recent year.

These figures can be compared to the percentage of students who enter needing college preparatory work--about 66% for this study. While the percentage of graduates who began needing college preparatory work was lower than the percentage entering needing college preparatory work, these data still provided evidence that college preparatory students can succeed.

Discussion and Conclusions

The data presented in this study were requested by the legislature as a way to help inform public policy on the issue of the need and usefulness of college preparatory work for community college students. If the results from Miami-Dade are similar to those submitted by the other community colleges (and we can be fairly sure they are), these data have the following messages:

1. **A majority of community college enrollees are lacking in the basic skills needed to immediately begin college-level work.** At Miami-Dade, about two-thirds of new enrollees needed college preparatory work in one or more areas. The area where basic skills were most likely to be lacking was mathematics, where almost half fell below the cutscore.

2. **The need for college preparatory instruction will not fade away as reforms are put into effect in the public schools.** For the four M-DCC cohort groups included in the study (Fall 1986 through Fall 1989), the percentage needing college preparatory instruction barely changed. Indeed, with recent changes in cutscores, more students will require such instruction than in the past.

3. **Successfully completing college preparatory instruction is a difficult task.** At Miami-Dade, though most began, less than half of those who needed college preparatory work successfully completed it.

4. **Students who have low entering basic skills can succeed.** Over 40% of the graduating classes for the past three years have needed college preparatory work. Using a broader definition of success (graduated, still enrolled with a satisfactory GPA, or left with a satisfactory GPA), 64%-76% of college preparatory completers were successful after five years compared to a 77% success rate for those who tested above in all entering basic skill areas.

5. **Graduation is delayed for those who must complete college preparatory instruction.** After two years, the graduation rate of those ready for college level work was at least four times that of college preparatory completers. After five years, the graduation rate was about twice that for college preparatory completers.

6. **Some basic skill areas appear more critical to continued success than others.** Students who successfully completed college preparatory work in reading and writing had lower GPAs and success rates than students who completed college preparatory work in mathematics. In fact, in many ways students completing college preparatory math courses appeared similar to those who needed no college preparatory instruction. The one place where this was not true was in grades in higher level courses in the same subject area. In this case, college preparatory math students continued to have lower grades and higher withdrawal rates than those not needing college preparatory instruction, while in English the college preparatory and non-college preparatory grades were similar.

7. **Improving success of Black non-Hispanic students in the community college must involve addressing college preparatory issues.** Of the three major ethnic groups, Black non-Hispanics were most likely to need college preparatory work in at least one area. Of the three major ethnic groups, Black non-Hispanics were the least likely to complete college preparatory instruction. If they completed college preparatory instruction, Black non-Hispanics still remained the ethnic group least likely to be successful (defined as graduated or maintaining a 2.0 GPA).

Taken as a whole, these data support the need for and value of college preparatory instruction. It would be a serious loss of talent to society and a damaging blow to the many individuals who succeed after college preparatory instruction to eliminate this opportunity. Too many students need basic skills instruction to remove it from the community college domain. Too many students succeed after college preparatory instruction to set up a test score barrier to entry.

Table 1.a

Enrollment in and Completion of College Preparatory Work

FALL 1986 COHORT

	Ethnic Group				
	Black Non-Hispanic	White Non-Hispanic	Hispanic	Other	Total
(A) - First-Time-in-College (FTIC) Students Tested					
Number	887	1,388	2,801	84	5,160
Percent of Total	17.2	26.9	54.3	1.6	100.0
(B) - Tested Below in Basic Skills:					
READING					
Number	603	352	1,148	42	2,145
Percent of (A)	68.0	25.4	41.0	50.0	41.6
WRITING					
Number	553	373	1,014	47	1,987
Percent of (A)	62.3	26.9	36.2	56.0	38.5
MATHEMATICS					
Number	524	609	1,149	22	2,304
Percent of (A)	59.1	43.9	41.0	26.2	44.7
ONE OR MORE					
Number	748	796	1,804	55	3,403
Percent of (A)	84.3	57.3	64.4	65.5	65.9
(C) - Enrolled in College Preparatory Courses:					
READING					
Number	458	216	868	30	1,572
Percent of (B)	76.0	61.4	75.6	71.4	73.3
WRITING					
Number	426	286	835	40	1,587
Percent of (B)	77.0	76.7	82.3	85.1	79.9
MATHEMATICS					
Number	421	502	954	15	1,892
Percent of (B)	80.3	82.4	83.0	68.2	82.1
(D) - Satisfactorily Completed College Preparatory Courses:					
READING					
Number	272	139	508	14	933
Percent of (C)	59.4	64.4	58.5	46.7	59.4
WRITING					
Number	248	197	530	24	999
Percent of (C)	58.2	68.9	63.5	60.0	62.9
MATHEMATICS					
Number	176	275	553	6	1,010
Percent of (C)	41.8	54.8	58.0	40.0	53.4

Table 1.b

Enrollment in and Completion of College Preparatory Work

FALL 1987 COHORT

	Ethnic Group				
	Black Non-Hispanic	White Non-Hispanic	Hispanic	Other	Total
(A) - First-Time-in-College (FTIC) Students Tested					
Number	1,000	1,314	2,867	97	5,278
Percent of Total	19.0	24.9	54.3	1.8	100.0
(B) - Tested Below in Basic Skills:					
READING					
Number	621	256	979	35	1,891
Percent of (A)	62.1	19.5	34.1	36.1	35.8
WRITING					
Number	569	310	998	33	1,910
Percent of (A)	56.9	23.6	34.8	34.0	36.2
MATHEMATICS					
Number	589	641	1,324	33	2,587
Percent of (A)	58.9	48.8	46.2	34.0	49.0
ONE OR MORE					
Number	818	769	1,824	49	3,460
Percent of (A)	81.8	58.5	63.6	50.5	65.6
(C) - Enrolled in College Preparatory Courses:					
READING					
Number	483	195	785	27	1,490
Percent of (B)	77.8	76.2	80.2	77.1	78.8
WRITING					
Number	467	248	869	26	1,610
Percent of (B)	82.1	80.0	87.1	78.8	84.3
MATHEMATICS					
Number	463	527	1,118	18	2,126
Percent of (B)	78.6	82.2	84.4	54.5	82.2
(D) - Satisfactorily Completed College Preparatory Courses:					
READING					
Number	266	116	473	19	874
Percent of (C)	55.1	59.5	60.3	70.4	58.7
WRITING					
Number	244	171	563	20	998
Percent of (C)	52.2	69.0	64.8	76.9	62.0
MATHEMATICS					
Number	194	274	655	12	1,135
Percent of (C)	41.9	52.0	58.6	66.7	53.4

Table 1.c

Enrollment in and Completion of College Preparatory Work

FALL 1988 COHORT

	Ethnic Group				
	Black Non-Hispanic	White Non-Hispanic	Hispanic	Other	Total
(A) - First-Time-in-College (FTIC) Students Tested					
Number	1,044	1,294	2,878	112	5,328
Percent of Total	19.6	24.3	54.0	2.1	100.0
(B) - Tested Below in Basic Skills:					
READING					
Number	639	290	1,080	45	2,054
Percent of (A)	61.2	22.4	37.5	40.2	38.6
WRITING					
Number	538	295	930	44	1,807
Percent of (A)	51.5	22.8	32.3	39.3	33.9
MATHEMATICS					
Number	580	630	1,275	32	2,517
Percent of (A)	55.6	48.7	44.3	28.6	47.2
ONE OR MORE					
Number	834	775	1,848	68	3,525
Percent of (A)	79.9	59.9	64.2	60.7	66.2
(C) - Enrolled in College Preparatory Courses:					
READING					
Number	494	212	888	35	1,629
Percent of (B)	77.3	73.1	82.2	77.8	79.3
WRITING					
Number	430	231	776	36	1,473
Percent of (B)	79.9	78.3	83.4	81.8	81.5
MATHEMATICS					
Number	458	516	1,083	23	2,080
Percent of (B)	79.0	81.9	84.9	71.9	82.6
(D) - Satisfactorily Completed College Preparatory Courses:					
READING					
Number	322	132	604	23	1,081
Percent of (C)	65.2	62.3	68.0	65.7	66.4
WRITING					
Number	265	168	527	25	985
Percent of (C)	61.6	72.7	67.9	69.4	66.9
MATHEMATICS					
Number	234	292	684	17	1,227
Percent of (C)	51.1	56.6	63.2	73.9	59.0

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Table 1.d

Enrollment in and Completion of College Preparatory Work

FALL 1989 COHORT

	Ethnic Group				
	Black Non-Hispanic	White Non-Hispanic	Hispanic	Other	Total
(A) - First-Time-in-College (FTIC) Students Tested					
Number	1,227	1,253	3,071	109	5,660
Percent of Total	21.7	22.1	54.3	1.9	100.0
(B) - Tested Below in:					
READING					
Number	725	268	1,096	39	2,128
Percent of (A)	59.1	21.4	35.7	35.8	37.6
WRITING					
Number	584	284	960	42	1,870
Percent of (A)	47.6	22.7	31.3	38.5	33.0
MATHEMATICS					
Number	670	607	1,352	35	2,664
Percent of (A)	54.6	48.4	44.0	32.1	47.1
ONE OR MORE					
Number	986	747	1,938	63	3,734
Percent of (A)	80.4	59.6	63.1	57.8	66.0
(C) - Enrolled in College Preparatory Courses:					
READING					
Number	590	211	942	35	1,778
Percent of (B)	81.4	78.7	85.9	89.7	83.6
WRITING					
Number	437	194	749	31	1,411
Percent of (B)	74.8	68.3	78.0	73.8	75.5*
MATHEMATICS					
Number	564	500	1,148	33	2,245
Percent of (B)	84.2	82.4	84.9	94.3	84.3
(D) - Satisfactorily Completed College Preparatory Courses:					
READING					
Number	336	131	584	20	1,071
Percent of (C)	56.9	62.1	62.0	57.1	60.2
WRITING					
Number	215	121	463	20	819
Percent of (C)	49.2	62.4	61.8	64.5	58.0*
MATHEMATICS					
Number	273	252	690	22	1,237
Percent of (C)	48.4	50.4	60.1	66.7	55.1

*This figure is the slightly underestimated since some enrollments in ENC 0020 were missing from the computer file (IRS79) used in this analysis.

Table 2

Grades in College Level English Courses* Based on
College Preparatory Status by Cohort Year and Ethnicity

Ethnic Group	Grades									
	A-C		D		F		I		W	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
COMBINED COHORT YEARS FALL 1986-89										
Black Non-Hispanic										
College Preparatory	3,062	77.5	280	7.1	168	4.3	32	0.8	407	10.3
Non-College Preparatory	1,434	84.0	60	3.5	74	4.3	10	0.6	130	7.6
White Non-Hispanic										
College Preparatory	2,990	83.2	150	4.2	116	3.2	25	0.7	314	8.7
Non-College Preparatory	4,047	85.7	117	2.5	167	3.6	20	0.4	369	7.8
Hispanic										
College Preparatory	8,832	80.7	553	5.0	349	3.2	116	1.1	1,099	10.0
Non-College Preparatory	9,002	86.5	256	2.5	321	3.1	49	0.5	772	7.4
Other										
College Preparatory	270	83.9	12	3.7	14	4.4	4	1.2	22	6.8
Non-College Preparatory	350	87.3	7	1.7	10	2.5	4	1.0	30	7.5
Total										
College Preparatory	15,154	80.6	995	5.3	647	3.4	177	0.9	1,842	9.8
Non-College Preparatory	14,883	86.1	440	2.6	572	3.3	83	0.5	1,301	7.5
COHORT YEAR FALL 1986										
Black Non-Hispanic										
College Preparatory	712	77.7	71	7.7	55	6.0	6	0.7	72	7.9
Non-College Preparatory	285	87.7	5	1.5	12	3.7	2	0.6	21	6.5
White Non-Hispanic										
College Preparatory	788	82.4	46	4.8	27	2.8	12	1.3	83	8.7
Non-College Preparatory	1,100	86.2	27	2.1	50	3.9	3	0.2	96	7.6
Hispanic										
College Preparatory	2,121	81.5	98	3.8	95	3.6	62	2.4	226	8.7
Non-College Preparatory	2,175	87.3	59	2.4	80	3.2	11	0.4	166	6.7
Other										
College Preparatory	67	88.1	0	0.0	4	5.3	1	1.3	4	5.3
Non-College Preparatory	68	89.5	0	0.0	0	0.0	1	1.3	7	9.2
Total										
College Preparatory	3,688	81.0	215	4.7	181	4.0	81	1.8	385	8.5
Non-College Preparatory	3,628	87.0	91	2.2	142	3.4	17	0.4	290	7.0
COHORT YEAR FALL 1987										
Black Non-Hispanic										
College Preparatory	795	82.8	44	4.6	40	4.2	6	0.6	75	7.8
Non-College Preparatory	387	88.1	13	3.0	10	2.3	1	0.2	28	6.4
White Non-Hispanic										
College Preparatory	771	83.7	32	3.5	40	4.4	5	0.5	73	7.9
Non-College Preparatory	1,122	88.2	25	2.0	44	3.5	6	0.5	74	5.8
Hispanic										
College Preparatory	2,367	83.2	125	4.4	93	3.3	20	0.7	239	8.4
Non-College Preparatory	2,346	88.2	58	2.2	80	3.0	16	0.6	159	6.0
Other										
College Preparatory	64	83.1	4	5.2	2	2.6	1	1.3	6	7.8
Non-College Preparatory	104	85.2	3	2.5	6	4.9	0	0.0	9	7.4
Total										
College Preparatory	3,997	83.2	205	4.3	175	3.6	32	0.7	393	8.2
Non-College Preparatory	3,959	88.2	99	2.2	140	3.1	23	0.5	270	6.0

*Includes grades in ENC 1100, 1101, 1102, and 2301

Table 2
(continued)

Grades in College Level English Courses* Based on
College Preparatory Status by Cohort Year and Ethnicity

Ethnic Group	Grades									
	A-C		D		F		I		W	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
COHORT YEAR FALL 1988										
Black Non-Hispanic										
College Preparatory	811	77.0	68	6.5	43	4.1	12	1.1	119	11.3
Non-College Preparatory	362	80.6	18	4.0	25	5.6	3	0.7	41	9.1
White Non-Hispanic										
College Preparatory	809	84.6	38	4.0	27	2.8	5	0.5	77	8.1
Non-College Preparatory	936	84.1	36	3.2	41	3.7	6	0.5	94	8.5
Hispanic										
College Preparatory	2,388	81.4	148	5.0	84	2.9	18	0.6	297	10.1
Non-College Preparatory	2,278	87.1	65	2.5	76	2.9	13	0.5	183	7.0
Other										
College Preparatory	78	84.8	3	3.3	5	5.4	2	2.2	4	4.3
Non-College Preparatory	86	87.8	1	1.0	2	2.0	2	2.0	7	7.2
Total										
College Preparatory	4,086	81.1	257	5.1	159	3.2	37	0.7	497	9.9
Non-College Preparatory	3,662	85.6	120	2.8	144	3.4	24	0.6	325	7.6
COHORT YEAR FALL 1989										
Black Non-Hispanic										
College Preparatory	744	73.0	97	9.5	30	2.9	8	0.8	141	13.8
Non-College Preparatory	400	80.8	24	4.8	27	5.5	4	0.8	40	8.1
White Non-Hispanic										
College Preparatory	622	81.6	34	4.5	22	2.9	3	0.4	81	10.6
Non-College Preparatory	889	83.9	29	2.7	32	3.0	5	0.5	105	9.9
Hispanic										
College Preparatory	1,956	76.2	182	7.1	77	3.0	16	0.6	337	13.1
Non-College Preparatory	2,203	83.6	74	2.8	85	3.2	9	0.4	264	10.0
Other										
College Preparatory	61	79.2	5	6.5	3	3.9	0	0.0	8	10.4
Non-College Preparatory	92	87.6	3	2.9	2	1.9	1	0.9	7	6.7
Total										
College Preparatory	3,383	76.4	318	7.2	132	3.0	27	0.6	567	12.8
Non-College Preparatory	3,584	83.5	130	3.0	146	3.4	19	0.4	416	9.7

*Includes grades in ENC 1100, 1101, 1102, and 2301

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Table 3

Grades in College Level Mathematics Courses* Based on
College Preparatory Status by Cohort Year and Ethnicity

Ethnic Group	Grades									
	A-C		D		F		I		W	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
COMBINED COHORT YEARS FALL 1986-89										
Black Non-Hispanic										
College Preparatory	545	57.4	86	9.1	83	8.8	4	0.4	231	24.3
Non-College Preparatory	459	68.2	48	7.1	63	9.4	2	0.3	101	15.0
White Non-Hispanic										
College Preparatory	567	61.2	79	8.5	74	8.0	8	0.9	198	21.4
Non-College Preparatory	1,372	71.9	110	5.8	132	6.9	2	0.1	293	15.3
Hispanic										
College Preparatory	1,841	58.6	282	9.0	211	6.7	7	0.2	801	25.5
Non-College Preparatory	3,230	72.7	235	5.3	246	5.5	9	0.2	725	16.3
Other										
College Preparatory	80	67.8	6	5.1	12	10.2	0	0.0	20	16.9
Non-College Preparatory	135	79.0	8	4.7	10	5.8	0	0.0	18	10.5
Total										
College Preparatory	3,033	59.1	453	8.8	380	7.4	19	0.4	1,250	24.3
Non-College Preparatory	5,196	72.2	401	5.5	451	6.3	13	0.2	1,137	15.8
COHORT YEAR FALL 1986										
Black Non-Hispanic										
College Preparatory	127	61.4	15	7.2	17	8.2	2	1.0	46	22.2
Non-College Preparatory	94	74.0	6	4.7	12	9.5	0	0.0	15	11.8
White Non-Hispanic										
College Preparatory	169	72.6	7	3.0	18	7.7	0	0.0	39	16.7
Non-College Preparatory	387	74.0	22	4.2	30	5.7	1	0.2	83	15.9
Hispanic										
College Preparatory	484	66.4	51	7.0	38	5.2	1	0.1	155	21.3
Non-College Preparatory	867	78.7	41	3.7	46	4.2	1	0.1	146	13.3
Other										
College Preparatory	21	91.2	0	0.0	1	4.3	0	0.0	1	4.3
Non-College Preparatory	31	81.6	2	5.3	1	2.6	0	0.0	4	10.5
Total										
College Preparatory	801	67.2	73	6.1	74	6.2	3	0.3	241	20.2
Non-College Preparatory	1,379	77.1	71	3.9	89	5.0	2	0.1	248	13.9
COHORT YEAR FALL 1987										
Black Non-Hispanic										
College Preparatory	141	68.1	12	5.8	14	6.8	1	0.5	39	18.8
Non-College Preparatory	139	77.6	9	5.0	10	5.6	1	0.6	20	11.2
White Non-Hispanic										
College Preparatory	146	67.6	16	7.4	11	5.1	2	0.9	41	19.0
Non-College Preparatory	393	77.7	28	5.5	27	5.3	0	0.0	58	11.5
Hispanic										
College Preparatory	525	68.3	42	5.5	36	4.7	1	0.1	165	21.4
Non-College Preparatory	870	77.2	44	3.9	48	4.2	2	0.2	163	14.5
Other										
College Preparatory	24	85.7	1	3.6	2	7.1	0	0.0	1	3.6
Non-College Preparatory	40	83.3	3	6.3	3	6.3	0	0.0	2	4.2
Total										
College Preparatory	836	68.5	71	5.8	63	5.2	4	0.3	246	20.2
Non-College Preparatory	1,442	77.5	84	4.5	88	4.7	3	0.2	243	13.1

*Includes grades in MAT 1033, MGF 1113, and MAC 1102

AB197.1

Table 3
(continued)

Grades in College Level Mathematics Courses* Based on
College Preparatory Status by Cohort Year and Ethnicity

Ethnic Group	Grades									
	A-C		D		F		I		W	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
COHORT YEAR FALL 1988										
Black Non-Hispanic										
College Preparatory	145	58.4	20	8.1	20	8.1	1	0.4	62	25.0
Non-College Preparatory	119	66.9	13	7.3	18	10.1	0	0.0	28	15.7
White Non-Hispanic										
College Preparatory	147	55.5	33	12.5	29	10.9	4	1.5	52	19.6
Non-College Preparatory	323	69.6	24	5.2	37	8.0	1	0.2	79	17.0
Hispanic										
College Preparatory	496	56.6	89	10.1	64	7.3	5	0.6	223	25.4
Non-College Preparatory	805	72.1	63	5.6	65	5.8	3	0.3	181	16.2
Other										
College Preparatory	21	56.8	2	5.4	5	13.5	0	0.0	9	24.3
Non-College Preparatory	32	76.2	2	4.8	3	7.1	0	0.0	5	11.9
Total										
College Preparatory	809	56.7	144	10.1	118	8.3	10	0.7	346	24.2
Non-College Preparatory	1,279	71.0	102	5.7	123	6.8	4	0.2	293	16.3
COHORT YEAR FALL 1989										
Black Non-Hispanic										
College Preparatory	132	46.0	39	13.6	32	11.1	0	0.0	84	29.3
Non-College Preparatory	107	56.6	20	10.6	23	12.2	1	0.5	38	20.1
White Non-Hispanic										
College Preparatory	105	49.5	23	10.9	16	7.6	2	0.9	66	31.1
Non-College Preparatory	269	64.7	36	8.7	38	9.1	0	0.0	73	17.5
Hispanic										
College Preparatory	336	43.8	100	13.0	73	9.5	0	0.0	258	33.7
Non-College Preparatory	688	62.5	87	7.9	87	7.9	3	0.3	235	21.4
Other										
College Preparatory	14	46.7	3	10.0	4	13.3	0	0.0	9	30.0
Non-College Preparatory	32	74.4	1	2.3	3	7.0	0	0.0	7	16.3
Total										
College Preparatory	587	45.3	165	12.7	125	9.6	2	0.2	417	32.2
Non-College Preparatory	1,096	62.7	144	8.2	151	8.7	4	0.2	353	20.2

*Includes grades in MAT 1033, MGF 1113, and MAC 1102

Table 4.a

Cumulative Grade Point Average Based on College Preparatory Status
By Cohort Year and Ethnicity

COMBINED COHORT YEARS FALL 1986-89

Ethnic Group	Grade Point Average						Number in Group
	Below 2.0		2.0 - 3.0		Above 3.0		
	Number	Percent	Number	Percent	Number	Percent	
Completed College Preparatory Work in Reading							
Black Non-Hispanic	494	41.3	628	52.5	74	6.2	1,196
White Non-Hispanic	177	34.2	286	55.2	55	10.6	518
Hispanic	718	33.1	1,223	56.4	228	10.5	2,169
Other	19	25.0	47	61.8	10	13.2	76
Total	1,408	35.5	2,184	55.2	367	9.3	3,959
Completed College Preparatory Work in Writing							
Black Non-Hispanic	419	43.1	491	50.5	62	6.4	972
White Non-Hispanic	269	40.9	313	47.7	75	11.4	657
Hispanic	716	34.4	1,178	56.5	189	9.1	2,083
Other	26	30.6	48	56.5	11	12.9	85
Total	1,430	37.7	2,030	53.4	337	8.9	3,797
Completed College Preparatory Work in Mathematics							
Black Non-Hispanic	254	29.0	531	60.5	92	10.5	877
White Non-Hispanic	234	21.4	577	52.8	282	25.8	1,093
Hispanic	473	24.7	1,201	62.8	240	12.5	1,914
Other	10	28.6	22	62.9	3	8.6	35
Total	971	24.8	2,331	59.5	617	15.7	3,919
Tested Above in All Areas of Entering Basic Skills							
Black Non-Hispanic	222	28.7	405	52.5	145	18.8	772
White Non-Hispanic	544	25.2	1,028	47.5	590	27.3	2,162
Hispanic	858	20.4	2,310	55.0	1,034	24.6	4,202
Other	25	15.0	79	47.3	63	37.7	167
Total	1,649	22.6	3,822	52.3	1,832	25.1	7,303

Table 4.b

Cumulative Grade Point Average Based on College Preparatory Status
By Cohort Year and Ethnicity

COHORT YEAR FALL 1984

Ethnic Group	Grade Point Average						Number in Group
	Below 2.0		2.0 - 3.0		Above 3.0		
	Number	Percent	Number	Percent	Number	Percent	
Completed College Preparatory Work in Reading							
Black Non-Hispanic	120	44.1	134	49.3	18	6.6	272
White Non-Hispanic	44	31.6	82	59.0	13	9.4	139
Hispanic	169	33.3	284	55.9	55	10.8	508
Other	2	14.3	9	64.3	3	21.4	14
Total	335	35.9	509	54.6	89	9.5	933
Completed College Preparatory Work in Writing							
Black Non-Hispanic	112	45.2	122	49.2	14	5.6	248
White Non-Hispanic	81	41.1	99	50.3	17	8.6	197
Hispanic	161	30.4	317	59.8	52	9.8	530
Other	5	20.8	15	62.5	4	16.7	24
Total	359	35.9	553	55.4	87	8.7	999
Completed College Preparatory Work in Mathematics							
Black Non-Hispanic	47	26.7	111	63.1	18	10.2	176
White Non-Hispanic	61	22.2	158	57.4	56	20.4	275
Hispanic	139	25.2	348	62.9	66	11.9	553
Other	1	16.7	5	83.3	0	0.0	6
Total	248	24.5	622	61.6	140	13.9	1,010
Tested Above in All Areas of Entering Basic Skills							
Black Non-Hispanic	38	27.3	72	51.8	29	20.9	139
White Non-Hispanic	164	27.7	262	44.3	166	28.0	592
Hispanic	205	20.5	556	55.8	236	23.7	997
Other	5	17.3	15	51.7	9	31.0	29
Total	412	23.5	905	51.5	440	25.0	1,757

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Table 4.c

Cumulative Grade Point Average Based on College Preparatory Status
By Cohort Year and Ethnicity

COHORT YEAR FALL 1987

Ethnic Group	Grade Point Average						Number in Group
	Below 2.0		2.0 - 3.0		Above 3.0		
	Number	Percent	Number	Percent	Number	Percent	
Completed College Preparatory Work in Reading							
Black Non-Hispanic	122	45.9	129	48.5	15	5.6	266
White Non-Hispanic	52	44.8	58	50.0	6	5.2	116
Hispanic	147	31.1	271	57.3	55	11.6	473
Other	6	31.6	11	57.9	2	10.5	19
Total	327	37.4	469	53.7	78	8.9	874
Completed College Preparatory Work in Writing							
Black Non-Hispanic	102	41.8	129	52.9	13	5.3	244
White Non-Hispanic	63	36.8	82	48.0	26	15.2	171
Hispanic	194	34.5	308	54.7	61	10.8	563
Other	6	30.0	10	50.0	4	20.0	20
Total	365	36.6	529	53.0	104	10.4	998
Completed College Preparatory Work in Mathematics							
Black Non-Hispanic	54	27.8	122	62.9	18	9.3	194
White Non-Hispanic	54	19.7	146	53.3	74	27.0	274
Hispanic	162	24.7	410	62.6	83	12.7	655
Other	3	25.0	6	50.0	3	25.0	12
Total	273	24.0	684	60.3	178	15.7	1,135
Tested Above in All Areas of Entering Basic Skills							
Black Non-Hispanic	42	23.1	105	57.7	35	19.2	182
White Non-Hispanic	131	24.0	274	50.3	140	25.7	545
Hispanic	204	19.5	589	56.5	250	24.0	1,043
Other	7	14.6	21	43.7	20	41.7	48
Total	384	21.1	989	54.4	445	24.5	1,818

Table 4.d

Cumulative Grade Point Average Based on College Preparatory Status
By Cohort Year and Ethnicity

COHORT YEAR FALL 1988

Ethnic Group	Grade Point Average: Below 2.0 Number	Below 2.0 Percent	2.0 - 3.0 Number	2.0 - 3.0 Percent	Above 3.0 Number	Above 3.0 Percent	Number in Group
Completed College Preparatory Work in Reading							
Black Non-Hispanic	126	39.1	179	55.6	17	5.3	322
White Non-Hispanic	38	28.8	76	57.6	18	13.6	132
Hispanic	198	32.8	341	56.4	65	10.8	604
Other	6	26.1	13	56.5	4	17.4	23
Total	368	34.1	609	56.3	104	9.6	1,081
Completed College Preparatory Work in Writing							
Black Non-Hispanic	116	43.8	135	50.9	14	5.3	265
White Non-Hispanic	72	42.8	73	43.5	23	13.7	168
Hispanic	194	36.8	287	54.5	46	8.7	527
Other	7	33.3	14	66.7	0	0.0	21
Total	389	39.6	509	51.9	83	8.5	981
Completed College Preparatory Work in Mathematics							
Black Non-Hispanic	67	28.6	142	60.7	25	10.7	234
White Non-Hispanic	60	20.5	153	52.4	79	27.1	292
Hispanic	168	24.5	430	62.9	86	12.6	684
Other	6	35.3	11	64.7	0	0.0	17
Total	301	24.5	736	60.0	190	15.5	1,227
Tested Above in All Areas of Entering Basic Skills							
Black Non-Hispanic	70	33.3	106	50.5	34	16.2	210
White Non-Hispanic	134	25.8	243	46.8	142	27.4	519
Hispanic	195	19.0	558	54.2	276	26.8	1,029
Other	6	13.6	25	56.8	13	29.6	44
Total	405	22.5	932	51.7	465	25.8	1,802

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Table 4.e

Cumulative Grade Point Average Based on College Preparatory Status
By Cohort Year and Ethnicity

COHORT YEAR FALL 1989

Ethnic Group	Grade Point Average: Below 2.0 Number	Below 2.0 Percent	2.0 - 3.0 Number	2.0 - 3.0 Percent	Above 3.0 Number	Above 3.0 Percent	Number in Group
Completed College Preparatory Work in Reading							
Black Non-Hispanic	126	37.5	186	55.4	24	7.1	336
White Non-Hispanic	43	32.8	70	53.4	18	13.8	131
Hispanic	204	34.9	327	56.0	53	9.1	584
Other	5	25.0	14	70.0	1	5.0	20
Total	378	35.3	597	55.7	96	9.0	1,071
Completed College Preparatory Work in Writing							
Black Non-Hispanic	89	41.4	105	48.8	21	9.8	215
White Non-Hispanic	53	43.8	59	48.8	9	7.4	121
Hispanic	167	36.1	266	57.4	30	6.5	463
Other	8	40.0	9	45.0	3	15.0	20
Total	317	38.7	439	53.6	63	7.7	819
Completed College Preparatory Work in Mathematics							
Black Non-Hispanic	86	31.5	156	57.1	31	11.4	273
White Non-Hispanic	59	23.4	120	47.6	73	29.0	252
Hispanic	194	28.1	406	58.9	90	13.0	690
Other	4	18.2	13	59.1	5	22.7	22
Total	343	27.7	695	56.2	199	16.1	1,237
Tested Above in All Areas of Entering Basic Skills							
Black Non-Hispanic	72	29.9	122	50.6	47	19.5	241
White Non-Hispanic	115	22.7	249	49.2	142	28.1	506
Hispanic	254	22.4	607	53.6	272	24.0	1,133
Other	7	15.2	18	39.1	21	45.7	46
Total	448	23.3	996	51.7	482	25.0	1,926

Table 5.a

Relationship Between College Preparatory Status and CLAST Performance
By Cohort Year and Ethnicity

COHORT YEAR FALL 1986

Ethnic Group	Percent Passing CLAST				Number in Group
	Reading	Writing	Essay	Computation	
Completed College Preparatory Work in Reading					
Black Non-Hispanic	63.3%	63.3%	75.9%	58.2%	79
White Non-Hispanic	90.2%	90.2%	92.7%	82.9%	41
Hispanic	77.1%	82.1%	84.1%	70.6%	201
Other	66.7%	77.8%	88.9%	77.8%	9
Completed College Preparatory Work in Writing					
Black Non-Hispanic	64.8%	70.4%	78.9%	57.7%	71
White Non-Hispanic	89.4%	83.0%	97.9%	78.7%	47
Hispanic	78.4%	79.9%	83.9%	74.9%	199
Other	71.4%	85.7%	78.6%	78.6%	14
Completed College Preparatory Work in Mathematics					
Black Non-Hispanic	74.4%	76.9%	82.0%	61.5%	78
White Non-Hispanic	90.1%	85.7%	94.5%	74.7%	91
Hispanic	82.8%	84.2%	89.6%	71.0%	221
Other	50.0%	50.0%	100.0%	50.0%	2
Tested Above in All Areas of Entering Basic Skills					
Black Non-Hispanic	98.2%	100.0%	93.0%	98.2%	57
White Non-Hispanic	98.7%	99.1%	97.4%	97.8%	229
Hispanic	98.1%	96.1%	97.9%	95.8%	520
Other	100.0%	100.0%	100.0%	100.0%	14

Note: Based on highest CLAST scores received. Includes only students who wrote all four parts of the CLAST. Includes CLAST results through August 1991.

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Table 5.b

Relationship Between College Preparatory Status and CLAST Performance
By Cohort Year and Ethnicity

COHORT YEAR FALL 1987

Ethnic Group	Percent Passing CLAST				Number in Group
	Reading	Writing	Essay	Computation	
Completed College Preparatory Work in Reading					
Black Non-Hispanic	61.8%	69.7%	71.9%	48.3%	49
White Non-Hispanic	65.5%	65.5%	86.2%	55.2%	29
Hispanic	66.2%	66.7%	77.3%	66.7%	198
Other	85.7%	71.4%	100.0%	71.4%	7
Completed College Preparatory Work in Writing					
Black Non-Hispanic	54.6%	61.6%	72.1%	48.8%	86
White Non-Hispanic	78.7%	83.0%	87.2%	78.7%	47
Hispanic	67.1%	65.4%	79.0%	67.6%	210
Other	77.8%	77.8%	88.9%	77.8%	9
Completed College Preparatory Work in Mathematics					
Black Non-Hispanic	66.2%	71.2%	76.2%	53.7%	80
White Non-Hispanic	89.5%	93.7%	98.9%	84.2%	95
Hispanic	76.8%	73.4%	85.3%	68.6%	293
Other	83.3%	66.7%	100.0%	66.7%	6
Tested Above in All Areas of Entering Basic Skills					
Black Non-Hispanic	95.8%	94.8%	99.0%	90.6%	96
White Non-Hispanic	95.3%	95.0%	98.7%	95.7%	235
Hispanic	94.9%	92.4%	97.0%	93.4%	564
Other	100.0%	88.9%	100.0%	100.0%	27

Note: Based on highest CLAST scores received. Includes only students who wrote all four parts of the CLAST. Includes CLAST results through August 1991.

Table 5.c

Relationship Between College Preparatory Status and CLAST Performance
By Cohort Year and Ethnicity

COHORT YEAR FALL 1988

Ethnic Group	Percent Passing CLAST				Number in Group
	Reading	Writing	Essay	Computation	
Completed College Preparatory Work in Reading					
Black Non-Hispanic	29.0%	46.7%	63.5%	41.1%	107
White Non-Hispanic	61.3%	54.8%	93.5%	61.3%	31
Hispanic	46.5%	49.1%	71.3%	54.8%	230
Other	44.4%	66.7%	77.8%	77.8%	9
Completed College Preparatory Work in Writing					
Black Non-Hispanic	32.9%	45.9%	61.2%	35.3%	85
White Non-Hispanic	50.0%	40.6%	78.1%	50.0%	32
Hispanic	48.1%	45.4%	71.0%	50.8%	183
Other	55.6%	66.7%	77.8%	77.8%	9
Completed College Preparatory Work in Mathematics					
Black Non-Hispanic	42.7%	56.2%	74.2%	37.1%	89
White Non-Hispanic	76.2%	69.0%	92.9%	66.7%	84
Hispanic	64.1%	59.2%	79.8%	48.9%	287
Other	66.7%	66.7%	83.3%	66.7%	6
Tested Above in All Areas of Entering Basic Skills					
Black Non-Hispanic	76.0%	77.3%	90.7%	78.7%	75
White Non-Hispanic	94.1%	92.3%	95.9%	92.3%	169
Hispanic	92.1%	90.0%	97.7%	91.9%	532
Other	90.5%	95.2%	95.2%	100.0%	21

Note: Based on highest CLAST scores received. Includes only students who wrote all four parts of the CLAST. Includes CLAST results through August 1991.

Table 5.d

Relationship Between College Preparatory Status and CLAST Performance
By Cohort Year and Ethnicity

COHORT YEAR FALL 1989

Ethnic Group	Percent Passing CLAST				Number in Group
	Reading	Writing	Essay	Computation	
Completed College Preparatory Work in Reading					
Black Non-Hispanic	22.0%	25.4%	53.4%	21.2%	118
White Non-Hispanic	29.6%	44.4%	66.7%	51.5%	27
Hispanic	31.2%	35.5%	65.6%	40.3%	186
Other	0.0%	0.0%	33.0%	33.0%	3
Completed College Preparatory Work in Writing					
Black Non-Hispanic	20.0%	28.3%	56.7%	20.0%	60
White Non-Hispanic	40.0%	45.0%	80.0%	40.0%	20
Hispanic	27.4%	29.2%	62.8%	31.0%	113
Other	50.0%	100.0%	100.0%	50.0%	2
Completed College Preparatory Work in Mathematics					
Black Non-Hispanic	30.5%	34.3%	64.8%	22.9%	105
White Non-Hispanic	54.8%	61.9%	78.6%	54.8%	42
Hispanic	41.6%	42.6%	72.6%	28.9%	190
Other	50.0%	0.0%	50.0%	0.0%	2
Testes Above in All Areas of Entering Basic Skills					
Black Non-Hispanic	81.3%	86.7%	89.3%	77.3%	75
White Non-Hispanic	86.5%	82.7%	92.5%	90.2%	133
Hispanic	84.5%	80.7%	95.6%	80.2%	414
Other	86.7%	80.0%	100.0%	100.0%	15

Note: Based on highest CLAST scores received. Includes only students who wrote all four parts of the CLAST. Includes CLAST results through August 1991.

Table 6.a

Success of College Preparatory Completers and Adequately Prepared Students
By Cohort Year and Ethnicity
Status After 5 Years

Fall 1986 COHORT

	Ethnic Group									
	Black Non-Hispanic		White Non-Hispanic		Hispanic		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Completed College Preparatory Work in Reading										
Graduated	47	17.3	39	28.1	117	23.0	5	35.7	208	22.3
Still Enrolled GPA > = 2.0	51	18.7	28	20.1	143	28.2	3	21.4	225	24.1
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	54	19.9	28	20.2	80	15.7	4	28.6	166	17.8
Success*	152	55.9	95	68.4	340	66.9	12	85.7	599	64.2
Still Enrolled GPA < = 2.0	30	11.0	6	4.3	64	12.6	0	0.0	100	10.7
No Longer Enrolled With (GPA < = 2.0)	90	33.1	38	27.3	104	20.5	2	14.3	234	25.1
Total	272	100.0	139	100.0	508	100.0	14	100.0	933	100.0
Completed College Preparatory Work in Writing										
Graduated	41	16.5	38	19.3	119	22.5	7	29.2	205	20.5
Still Enrolled GPA > = 2.0	43	17.3	33	16.8	156	29.4	5	20.8	237	23.8
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	52	21.0	45	22.8	94	17.7	7	29.2	198	19.8
Success*	136	54.8	116	58.9	369	69.6	19	79.2	640	64.1
Still Enrolled GPA < = 2.0	27	10.9	12	6.1	46	8.7	1	4.2	86	8.6
No Longer Enrolled With (GPA < = 2.0)	85	34.3	69	35.0	115	21.7	4	16.6	273	27.3
Total	48	100.0	197	100.0	530	100.0	24	100.0	999	100.0
Completed College Preparatory Work in Mathematics										
Graduated	37	21.1	69	25.1	123	22.3	1	16.7	230	22.8
Still Enrolled GPA > = 2.0	46	26.1	61	22.2	202	36.5	1	16.7	310	30.7
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	46	26.1	84	30.5	89	16.1	3	50.0	222	22.0
Success*	129	73.3	214	77.8	414	74.9	5	83.4	762	75.5
Still Enrolled GPA < = 2.0	16	9.1	12	4.4	52	9.4	0	0.0	80	7.9
No Longer Enrolled With (GPA < = 2.0)	31	17.6	49	17.8	87	15.7	1	16.7	168	16.6
Total	176	100.0	275	100.0	553	100.0	6	100.0	1,010	100.0
Tested Above in All Areas of Entering Basic Skills										
Graduated	46	33.1	207	35.0	441	44.2	14	48.3	708	40.3
Still Enrolled GPA > = 2.0	16	11.5	75	12.7	175	17.6	6	20.7	272	15.5
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	39	28.1	146	24.6	176	17.7	4	13.8	365	20.8
Success*	101	72.7	428	72.3	792	79.5	24	82.8	1,345	76.6
Still Enrolled GPA < = 2.0	5	3.6	22	3.7	50	5.0	2	6.9	79	4.5
No Longer Enrolled With (GPA < = 2.0)	33	23.7	142	24.0	155	15.5	3	10.3	333	18.9
Total	139	100.0	592	100.0	997	100.0	29	100.0	1,757	100.0

*Graduated, still enrolled with GPA > = 2.0, or left in good standing.

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Table 6.b

Success of College Preparatory Completers and Adequately Prepared Students
By Cohort Year and Ethnicity
Status After 4 Years

Fall 1987 COHORT

	Ethnic Group									
	Black Non-Hispanic		White Non-Hispanic		Hispanic		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Completed College Preparatory Work in Reading										
Graduated	29	10.9	13	11.2	85	18.0	5	26.3	132	15.1
Still Enrolled GPA > = 2.0	72	27.1	25	21.6	186	39.3	4	21.1	287	32.8
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	43	16.1	26	22.4	55	11.6	4	21.1	128	14.7
Success*	**144**	**54.1**	**64**	**55.2**	**326**	**68.9**	**13**	**68.5**	**547**	**62.6**
Still Enrolled GPA < = 2.0	50	18.8	19	16.4	67	14.2	2	10.5	138	15.8
No Longer Enrolled With (GPA < = 2.0)	72	27.1	33	28.4	80	16.9	4	21.1	189	21.6
Total	266	100.0	116	100.0	473	100.0	19	100.0	874	100.0
Completed College Preparatory Work in Writing										
Graduated	27	11.1	29	17.0	89	15.8	6	30.0	151	15.1
Still Enrolled GPA > = 2.0	66	27.0	46	26.9	205	36.4	4	20.0	321	32.2
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	49	20.1	33	19.3	75	13.3	4	20.0	161	16.1
Success*	**142**	**58.2**	**108**	**63.2**	**369**	**65.5**	**14**	**70**	**633**	**63.4**
Still Enrolled GPA < = 2.0	45	18.4	20	11.7	78	13.9	2	10.0	145	14.5
No Longer Enrolled With (GPA < = 2.0)	57	23.4	43	25.1	116	20.6	4	20.0	220	22.1
Total	244	100.0	171	100.0	563	100.0	20	100.0	998	100.0
Completed College Preparatory Work in Mathematics										
Graduated	26	13.4	64	23.4	147	22.7	3	25.0	240	21.3
Still Enrolled GPA > = 2.0	78	40.2	86	31.4	272	41.9	3	25.0	439	38.9
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	36	18.6	70	25.5	74	11.4	3	25.0	183	16.2
Success*	**140**	**72.2**	**220**	**80.3**	**493**	**76.0**	**9**	**75.0**	**862**	**76.4**
Still Enrolled GPA < = 2.0	29	14.9	16	5.8	82	12.6	0	0.0	127	11.2
No Longer Enrolled With (GPA < = 2.0)	25	12.9	38	13.9	74	11.4	3	25.0	140	12.4
Total	194	100.0	274	100.0	649	100.0	12	100.0	1,129	100.0
Tested Above in All Areas of Entering Basic Skills										
Graduated	73	40.1	190	34.9	445	42.7	21	43.7	729	40.1
Still Enrolled GPA > = 2.0	32	17.6	116	21.3	251	24.1	8	16.7	407	22.4
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	35	19.2	108	19.8	143	13.7	12	25.0	298	16.4
Success*	**140**	**76.9**	**414**	**76.0**	**839**	**80.5**	**41**	**85.4**	**1,434**	**78.9**
Still Enrolled GPA < = 2.0	11	6.1	27	4.9	69	6.6	1	2.1	108	5.9
No Longer Enrolled With (GPA < = 2.0)	31	17.0	104	19.1	135	12.9	6	12.5	276	15.2
Total	182	100.0	545	100.0	1,043	100.0	48	100.0	1,818	100.0

*Graduated, still enrolled with GPA > = 2.0, or left in good standing.

Table 6.c

Success of College Preparatory Completers and Adequately Prepared Students
By Cohort Year and Ethnicity
Status After 3 Years

Fall 1988 COHORT

	Ethnic Group									
	Black Non-Hispanic		White Non-Hispanic		Hispanic		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Completed College Preparatory Work in Reading										
Graduated	18	5.6	10	7.6	57	9.4	2	8.7	87	8.0
Still Enrolled GPA > = 2.0	146	45.4	63	47.7	319	52.8	12	52.2	540	50.0
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	32	9.9	21	15.9	30	5.0	3	13.0	86	8.0
Success*	**196**	**60.9**	**94**	**71.2**	**406**	**67.2**	**17**	**73.9**	**713**	**66.0**
Still Enrolled GPA < = 2.0	68	21.1	16	12.1	134	22.2	5	21.8	223	20.6
No Longer Enrolled With (GPA < = 2.0)	58	18.0	22	16.7	64	10.6	1	4.3	145	13.4
Total	322	100.0	132	100.0	604	100.0	23	100.0	1,081	100.0
Completed College Preparatory Work in Writing										
Graduated	11	4.2	10	6.0	38	7.2	3	12.0	62	6.3
Still Enrolled GPA > = 2.0	109	41.1	56	33.3	265	50.3	15	60.0	445	45.2
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	29	10.9	30	17.8	30	5.7	0	0.0	89	9.0
Success*	**149**	**56.2**	**96**	**57.1**	**333**	**63.2**	**18**	**72.0**	**596**	**60.5**
Still Enrolled GPA < = 2.0	63	23.8	27	16.1	117	22.2	4	16.0	211	21.4
No Longer Enrolled With (GPA < = 2.0)	53	20.0	45	26.8	77	14.6	3	12.0	178	18.1
Total	265	100.0	168	100.0	527	100.0	25	100.0	985	100.0
Complete College Preparatory Work in Mathematics										
Graduated	21	9.0	33	11.3	79	11.5	3	17.6	136	11.1
Still Enrolled GPA > = 2.0	123	52.5	151	51.7	393	57.5	8	47.1	675	55.0
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	23	9.8	48	16.4	44	6.4	0	0.0	115	9.4
Success*	**167**	**71.3**	**232**	**79.4**	**516**	**75.4**	**11**	**64.7**	**926**	**75.5**
Still Enrolled GPA < = 2.0	43	18.4	40	13.7	116	17.0	5	29.4	204	16.6
No Longer Enrolled With (GPA < = 2.0)	24	10.3	20	6.9	52	7.6	1	5.9	97	7.9
Total	234	100.0	292	102.1	684	100.0	17	100.0	1,227	100.5
Tested Above in All Areas of Entering Basic Skills										
Graduated	41	19.5	118	22.7	347	33.7	12	27.3	518	28.7
Still Enrolled GPA > = 2.0	67	31.9	177	34.1	410	39.9	21	47.7	675	37.5
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	32	15.3	90	17.3	77	7.5	5	11.4	204	11.3
Success*	**140**	**66.7**	**385**	**74.1**	**834**	**81.1**	**38**	**86.4**	**1,397**	**77.5**
Still Enrolled GPA < = 2.0	25	11.9	44	8.5	96	9.3	2	4.5	167	9.3
No Longer Enrolled With (GPA < = 2.0)	45	21.4	90	17.4	99	9.6	4	9.1	238	13.2
Total	210	100.0	519	100.0	1,029	100.0	44	100.0	1,802	100.0

*Graduated, still enrolled with GPA > = 2.0, or left in good standing.

Table 6.d

Success of College Preparatory Completers and Adequately Prepared Students
By Cohort Year and Ethnicity
Status After 2 Years

Fall 1989 COHORT

	Ethnic Group									
	Black Non-Hispanic		White Non-Hispanic		Hispanic		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Completed College Preparatory Work in Reading										
Graduated	4	1.2	2	1.5	15	2.6	0	0.0	21	2.0
Still Enrolled GPA > = 2.0	197	58.6	79	60.3	348	59.6	15	75.0	639	59.6
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	9	2.7	7	5.3	17	2.9	0	0.0	33	3.1
Success*	210	62.5	88	67.1	380	65.1	15	75.0	693	64.7
Still Enrolled GPA < = 2.0	104	31.0	38	29.0	183	31.3	4	20.0	329	30.7
No Longer Enrolled With (GPA < = 2.0)	22	6.5	5	3.8	21	3.6	1	5.0	49	4.6
Total	336	100.0	131	100.0	584	100.0	20	100.0	1,071	100.0
Completed College Preparatory Work in Writing										
Graduated	1	0.5	2	1.7	5	1.1	1	5.0	9	1.1
Still Enrolled GPA > = 2.0	110	51.1	57	47.1	275	59.4	10	50.0	452	55.2
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	15	7.0	9	7.4	16	3.4	1	5.0	41	5.0
Success*	126	58.6	68	56.2	296	63.9	12	60.0	502	61.3
Still Enrolled GPA < = 2.0	71	33.0	40	33.1	143	30.9	5	25.0	259	31.6
No Longer Enrolled With (GPA < = 2.0)	18	8.4	13	10.7	24	5.2	3	15.0	58	7.1
Total	215	100.0	121	100.0	463	100.0	20	100.0	819	100.0
Completed College Preparatory Work in Mathematics										
Graduated	10	3.7	9	3.6	16	2.3	0	0.0	35	2.8
Still Enrolled GPA > = 2.0	165	60.4	168	66.7	460	66.7	18	81.8	811	65.6
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	12	4.4	16	6.3	20	2.9	0	0.0	48	3.9
Success*	187	68.5	193	76.6	496	71.9	18	81.8	894	72.3
Still Enrolled GPA < = 2.0	77	28.2	44	17.5	169	24.5	3	13.6	293	23.7
No Longer Enrolled With (GPA < = 2.0)	9	3.3	15	5.9	25	3.6	1	4.6	50	4.0
Total	273	100.0	252	100.0	690	100.0	22	100.0	1,237	100.0
Tested Above in All Areas of Entering Basic Skills										
Graduated	26	10.8	49	9.7	145	12.8	13	28.3	233	12.1
Still Enrolled GPA > = 2.0	128	53.1	293	57.9	696	61.4	23	50.0	1,140	59.2
No Longer Enrolled But Left in Good Academic Standing (GPA > = 2.0)	15	6.2	49	9.7	38	3.4	3	6.5	105	5.4
Success*	169	70.1	391	77.3	879	77.6	39	84.8	1,478	76.7
Still Enrolled GPA < = 2.0	52	21.6	67	13.2	196	17.3	6	13.0	321	16.7
No Longer Enrolled With (GPA < = 2.0)	20	8.3	48	9.5	58	5.1	1	2.2	127	6.6
Total	241	100.0	506	100.0	1,133	100.0	46	100.0	1,926	100.0

*Graduated, still enrolled with GPA > = 2.0, or left in good standing.

Table 7

Number and Percent of Graduates
Who Began at Miami-Dade Community College
As Academically Underprepared Students

	State Report Year		
	1988-89	1989-90	1990-91
Associate in Arts			
Number	3,332	3,584	4,064
Percent Who Began as Academically Underprepared	34.6%	34.6%	32.9%
Percent not Showing Test Scores*	9.7%	8.1%	7.9%
Percent of Tested Graduates Who Began as Academically Underprepared	38.3%	37.7%	35.7%
Associate in Science			
Number	947	951	951
Percent Who Began as Academically Underprepared	54.9%	50.7%	52.5%
Percent not Showing Test Scores*	14.5%	15.0%	13.9%
Percent of Tested Graduates Who Began as Academically Underprepared	64.2%	59.6%	60.9%
Total			
Number	4,279	4,535	5,015
Percent Who Began as Academically Underprepared	39.1%	38.0%	36.6%
Percent not Showing Test Scores*	10.8%	9.5%	9.0%
Percent of Tested Graduates Who Began as Academically Underprepared	43.8%	42.0%	40.2%

*Most graduates not showing entry-level test scores either transferred from another institution or entered prior to the requirement of entry-level test scores.

AB197.7

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STUDENT DATA REPORT ON COLLEGE PREPARATORY AND CLAST PROGRAMS

INSTITUTION: MIAMI-DADE COMMUNITY COLLEGE

COHORT YEAR: _____

ETHNIC CATEGORY: _____

PART I COLLEGE PREPARATORY QUESTIONS

(1) Total number of first-time in college degree seeking students who entered during the report year: See Note 1 _____

		Subject Area Deficiency			
		Mathematics	Reading	Writing/English	Unduplicated
(2)	Number of students who fail to make a passing score on the college placement test used at your institution:				
	MAPS/CPT See Note 2	_____	_____	_____	_____
(3)	Number of students in (2) who enroll in a college preparatory course: See Note 3	_____	_____	_____	_____
(4)	Grade distribution for students in (3) See Note 4				
	(a) Passing/or Satisfactory grade	_____	_____	_____	
	(b) Failing/or Unsatisfactory grad	_____	_____	_____	
	(c) Incomplete	_____	_____	_____	
	(d) Withdrew	_____	_____	_____	
	(e) Other (please specify)	_____	_____	_____	
	Total who enrolled in highest level of college preparatory	_____	_____	_____	
(5)	Of those students enrolled in a college preparatory course in a given cohort year, how many attempts were required for these students to receive a passing/satisfactory grade: See Note 5				
	One	_____	_____	_____	
	Two	_____	_____	_____	
	Three	_____	_____	_____	
	More than three	_____	_____	_____	
	Have not yet received a passing grade	_____	_____	_____	
	Total	_____	_____	_____	

STUDENT DATA REPORT ON COLLEGE PREPARATORY AND CLAST PROGRAMS

INSTITUTION: MIAMI-DADE COMMUNITY COLLEGE

COHORT YEAR_____

ETHNIC CATEGORY:_____

(6) Of those students who enrolled in a college preparatory course and withdrew (see item 4D above) indicate total number of times these students have withdrawn from a college preparatory course in the same subject area.

See Table 1 for only data available.

			Subject Area Deficiency			
			Mathematics	Reading	Writing/English	Unduplicated
(7)	Graduation rate of students in (2) who enroll in and complete college preparatory courses:	See Note 6	_____	_____	_____	_____
(8)	Graduation rate for all associate degree-seeking students: (excluding college preparatory)	See Note 7		_____		

PART II CLAST PASS RATES

(1) Students who fail placement test and successfully complete college preparatory course: See Note 8

SUBJECT AREA DEFICIENCY	CLAST Pass Rates				Number in Group
	Writing	Reading	Essay	Computation	
(a) Mathematics	_____	_____	_____	_____	_____
(b) Reading	_____	_____	_____	_____	_____
(c) Writing/English	_____	_____	_____	_____	_____
(2) All associate degree-seeking students (excluding college preparatory) See Note 8	_____	_____	_____	_____	_____

-40-

Appendix (2 of 4)

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STUDENT DATA REPORT ON COLLEGE PREPARATORY AND CLAST PROGRAMS

INSTITUTION: MIAMI-DADE COMMUNITY COLLEGE

COHORT YEAR: _____

ETHNIC CATEGORY: _____

PART III GRADE DISTRIBUTION

Frequency Distribution of Grades in Related College Courses Students Who Successfully Complete a College Preparatory Course: See Note 9

Subject	A - C	D	F - U	Incomplete	Withdrew	Other
Mathematics (N_____)	_____	_____	_____	_____	_____	_____
Writing/English (N_____)	_____	_____	_____	_____	_____	_____

Frequency Distribution of Grades in Related College Courses All Associate Degree-Seeking Students (Non-College Preparatory): See Note 9

Subject	A - C	D	F - U	Incomplete	Withdrew	Other
Mathematics (N_____)	_____	_____	_____	_____	_____	_____
Writing/English (N_____)	_____	_____	_____	_____	_____	_____

PART IV CUMULATIVE G.P.A

(1) Subject Area Deficiency	Cumulative G.P.A. for College Preparatory Students: Below 2.0	2.0 - 3.0	Above 3.0
Mathematics (N_____)	_____	_____	_____
Writing (N_____)	_____	_____	_____
Reading (N_____)	_____	_____	_____
(2) Cumulative G.P.A. for all associate degree-seeking students (excluding college preparatory)	_____	_____	_____

STUDENT DATA REPORT ON COLLEGE PREPARATORY AND CLAST PROGRAMS

INSTITUTION: MIAMI-DADE COMMUNITY COLLEGE

COHORT YEAR_____

ETHNIC CATEGORY:_____

PART V

Of these students who enrolled in and satisfactorily completed a college preparatory course, indicate the number of students who:

See Note 10

	Reading	Writing	Mathematics
(a) Are still enrolled and have a cumulative G.P.A. of 2.0 or above.			
(b) Are still enrolled and have a cumulative G.P.A. of below 2.0.			
(c) Are no longer enrolled but left the institution in good academic standing (maintained a G.P.A. of 2 or above)			
(d) Graduated			
(e) No longer enrolled and left with G.P.A. below 2.0			
Total			

PART VI

Of those students who received an Associate in Arts or an Associate in Science degree in the 1989-90 and 1990-91 academic years, what percentage had been enrolled in a college preparatory course?

See Tables attached

-42-

Miami-Dade Community College
District Administration

Miami-Dade Community College

MIAMI-DADE IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP. 4/88

MJB:ab
9/1991

Appendix
(4 of 4)

ERIC Clearinghouse for
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